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**School Speech-Language Service Delivery Model, Rule**

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**The Background:**

The number of personnel who meet the criteria to work in a school setting as speech-language pathologists and who are available and willing to work for school systems is inadequate. Currently only masters level speech-language pathologists may provide speech-language services to eligible students. A task force was formed to explore ways to improve the current speech-language service delivery system. A number of rule changes proposed by the task force were adopted by the Board in January 2005. In January 2006 the Board approved a new Professional School Service Personnel License, School Speech-Language Pathologists, PreK-12. After practitioners who meet the requirements for this licensure are "grandfathered in" (See: <http://state.tn.us/sos/rules/0520/0520-02/0520-02-04.pdf>), new School Speech-Language Pathologist hired will meet the requirements of the Education Teacher Licensure Standards: Special Education, School Speech-Language Pathologist, PreK-12 (See: [http://state.tn.us/sbe/Jan06/IVF\\_SpeechLangPathLicStds.pdf](http://state.tn.us/sbe/Jan06/IVF_SpeechLangPathLicStds.pdf)).

In August 2006 a service delivery model was outlined to the Board. The listed proposed rule and licensure changes are presented on final reading. The proposed rule changes provide clarification of the speech-language service delivery model. The proposed rules will provide for smoother implementation.

The requested changes are:

- 1) Delete assigning responsibilities and duties of speech-language paraprofessionals and school speech-language assistants from the service delivery model. Districts will continue to assign responsibilities and duties and provide the training necessary for these support personnel to successfully carry out assigned duties.
- 2) Add references and language to clarify the rules.
- 3) Include language to clarify the relationship between the job responsibilities of the school speech-language pathologist and the school speech-language teachers (A and B).

**The Recommendation:**

The State Department of Education Division of Special Education staff recommends adoption of this item on final reading. The SBE staff concurs with this recommendation.

## **Revised School Speech-Language Pathology Delivery Model**

0520-1-9-.01(46)(14 i-v)

*School speech-language pathology services are defined as:*

- i Identification of children with speech or language impairments;*
- ii Diagnosis and appraisal of specific speech or language impairments;*
- iii Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;*
- iv Provision of speech and language services for the habilitation or prevention of communicative impairments; and*
- v Counseling children and teachers regarding speech and language impairments.*

**School Speech-Language Pathologists (SSLP).** SSLPs will hold a school service personnel license and perform the full range of speech-language services. Only a SSLP may identify a child as having a speech or language impairment, diagnose speech or language impairments, analyze and interpret evaluation results, develop individualized education programs (IEPs), develop therapy plans, counseling children and teachers regarding speech and language impairments, and provide speech-language supervision for school speech-language teachers. SSLPs will work cooperatively with other school professionals.

A SSLP will define the roles and responsibilities of any SSLT working under his or her direction. A licensed SSLP may delegate specific clinical tasks to a licensed SSLT with the understanding that the SSLP is responsible for all speech-language related activities assigned to a SSLT.

Each week a SSLP must document spending at least 10% of his or her time providing direct supervision to each SSLT whose work they direct. Further supervision to SSLTs both direct and indirect shall be decided by the SSLP based on the skill level of the SSLT.

**School Speech-Language Teachers (SSLT)** will hold the appropriate teacher license and must work under the direction of a licensed SSLP. Following academic preparation, they serve as members of an educational team in school-based settings and are specifically trained to supplement—not supplant—the services of the SSLP. The SSLP is responsible for SSLT when working with clients. Annually a written work plan must be signed and developed by the SSLP and the SSLT with a copy turned in to the building principal. The plan should clearly delineate and define the roles and responsibilities of the SSLP and the SSLT. The plan must include a statement of understanding that the SSLP is responsible for all speech-language related activities provided by the SSLT. Further the plan shall include a chart to document when direct and indirect supervision is provided to the SSLT by the SSLP.

Any licensed SSLP may delegate specific job related tasks to a licensed SSLT consistent with rule and who has been deemed by the SSLP to have completed sufficient training and has the requisite skill and experience level to perform the task.

However the legal, ethical, and moral responsibility to the student for all services provided, or omitted, shall remain the responsibility of the supervising SSLP.

The school speech-language teacher license will become available to current bachelor's level speech-language teachers September 1, 2006. The school speech-language teachers licenses A and B will become available September 1, 2007.

NOTE: Although a SSLT is responsible to the SSLP when working on issues concerning speech-language; the building principal and/or the supervisor of special education are responsible for employees and their performance evaluations.

**Speech-Language paraprofessionals and speech-language assistants** will continue to assume duties and responsibilities as assigned by districts. The district is responsible for providing the training necessary for these support personnel to carry out assigned duties.

## **School Speech-Language Rule**

Change Rule 0520-1-2-.03 (10) to read as follows:

- (m) An audiologist shall hold a license with audiologist endorsement.
- (n) A school speech-language pathologist shall hold a school service personnel license with the school speech language pathologist endorsement pursuant to 0520-2-4-.12 (2)
- (o) A school speech-language teacher hired by a local school system to work under the direction of a school speech-language pathologist shall hold a school speech-language teacher license (A or B) or teacher license with a school speech-language teacher endorsement or hold a teacher license with an endorsement 068 or 464 pursuant to 0520-2-3- .01 (21)

Eliminate sections 0520-1-2-.03 (11) and (12)

For current rule see: <http://state.tn.us/sos/rules/0520/0520-01/0520-01-02.pd>

Add rule 0520-2-3-.01 (20)

- (20) Candidates seeking licensure to serve as a school speech language teacher working under the direction of a school speech language pathologist are trained to supplement – not supplant – the services of a school speech language pathologist and must hold a minimum of a bachelors degree and:
  - (a) Hold a current teacher license earned through a teacher preparation program approved according to standards and guidelines established by the state board of education. And also completes an endorsement program of studies in speech-language including 100 hours of supervised clinical practice. Candidates must be recommended by an institution of higher education with a preparation program approved according to standards and guidelines established by the State Board of Education.

OR
  - (b) Completes a teacher preparation program of studies for teachers of speech-language including 100 hours of supervised clinical practice. Candidates must be recommended by an institution of higher education with a preparation program approved according to standards and guidelines established by the State Board of Education. These candidates are eligible for a School Speech-Language Teacher (PreK-12) (A) license.

OR
  - (c) Completes a bachelor's level program of studies in speech language, speech language disorders or communications disorders including 100 hours of supervised clinical practice. Candidates must be recommended by an institution of higher education with

a bachelor level program and verify the candidate meets the standards and guidelines of the Tennessee Teacher Licensure Standards: Special Education, School Speech-Language Teacher (PreK-12). These candidates are eligible for a Special Education, School Speech-Language Teacher (PreK-12) (B) license. The (B) license does not entitle the holder to teach courses other than those designated as part of a speech language program in a school based setting. No other teaching endorsement may be added to a (B) license. Other teaching credentials may only be earned through a preparation program approved according to standards and guidelines established by the state board of education.

- (21) Candidates seeking licensure and endorsement as a school audiologist shall complete a program of studies in audiology at the graduate level. Candidates shall meet the licensure standards, employment standards and examination requirements of the State Board of Education.

For current rule see:

<http://state.tn.us/sos/rules/0520/0520-02/0520-02-03.pdf>

**Tennessee Teacher Licensure Standards:  
Special Education, School Speech-Language Teacher (A or B)  
(PreK-12)  
November 3, 2006**

Individuals who seek licensure as a school speech-language teacher either A or B complete programs of study in speech-language at the bachelor's level or complete an add on endorsement program that meet the standards and guidelines approved by the state board of education. They will develop the knowledge and skills required for effective performance in the school setting. In the school, the school speech language teacher works under the **direction** of a **school** speech-language pathologist. The education and professional development of these individuals is initiated in course work, refined in field experiences, and enhanced during professional practice. School speech language teacher candidates meet the following performance standards:

**Standard 1**

**Speech-Language Pathology Knowledge Base.**

Candidates understand and apply the knowledge base specific to speech-language pathology.

*Supporting Explanation*

- 1.1 Candidates understand and apply the history and foundations of speech-language pathology and emerging technologies.
- 1.2 Candidates understand the various roles and functions of the school speech-language teacher in relationship to the speech-language pathologist.
- 1.3 Candidates understand the normal processes of communication, including normal speech, language, communication and hearing development; phonetics; and communication across the life span.
- 1.4 Candidates understand communication disorders and apply that understanding in carrying out treatment plans.
- 1.5 Candidates understand cultural and linguistic factors that influence communication including language and culture, nonverbal communication, sign language and other manually coded systems, bilingualism and multicultural issues.
- 1.6 Candidates have technical skills in speech language disorders to implement services consistent with best practice and ethical requirements under the supervision of a speech-language pathologist.

## **Standard 2**

### **Speech-Language Services in a School Setting**

Candidates demonstrate knowledge and skills specific to providing speech-language services in a school setting.

#### *Supporting explanation*

- 2.1 Candidates understand the culture of the school and the role of the school speech-language teacher in the school.
- 2.2 Candidates demonstrate understanding of federal, state, and local laws and policies related to working in schools.
- 2.3 Candidates communicate effectively in oral and written form.
- 2.4 Candidates function as contributing members of collaborative teams.
- 2.5 Candidates implement speech-language treatment plans and treatment protocols in the general education classroom and other settings. They seek clarification from supervising speech-language pathologists as needed and demonstrate the use of feedback.
- 2.6 Candidates apply classroom and behavior management strategies in a variety of instructional and treatment settings.
- 2.7 Candidates relate to students in a supportive and professional manner, maintain confidentiality, and follow health and safety precautions.

### **Program Implementation Standards**

1. The program of study enables school speech-language teachers to serve students from birth through age 21 under the direction of a Speech-Language Pathologist as part of an educational team in a school based settings and are specifically trained to supplement – not supplant – the services of a school speech language pathologist.
2. Candidates acquire the knowledge and skills required to work as a school speech-language teacher by completing a program of studies. The program may be offered at the bachelor's; and may be designed as a major in communication disorders or; the program may be offered by an institution of higher education teacher preparation unit with an approved teacher licensure program in speech-language teacher or; may be offered as a program to earn an additional endorsement to candidates who already have a bachelor's in the teaching field. The program may be offered by a college or department of speech-language pathology or may be offered collaboratively with other college units. In designing a program of study for individual candidates, the institution of higher education assesses the candidate's background by examining the candidate's

transcript, providing opportunities to test out of courses, reviewing prior experience, and administering any other necessary assessments. Completion of the special education core is not required of school speech-language teachers.

3. Candidates for licensure as a school speech-language teacher (A) complete a program of study specified for speech-language teacher at an institution whose program has been approved by the State Board of Education in accordance with the program approval procedures of the Board. The candidate must be recommended for licensure by the college or department of education.

Candidates for licensure as a school speech-language teacher (B) complete a bachelors level program of study in communication disorders or speech-language disorders that meets the school speech-language teacher (B) licensure standards and complete at least 100 hours of supervised clinical practice at a state approved institution of higher education. The candidate must be recommended for licensure by the college or department of speech-language pathology. Candidates will be issued the school speech-language teacher license (B).

4. All programs preparing school speech-language teachers must provide opportunities for candidates to complete a minimum of 100 clock hours of clinical experience that include appropriate experiences for learning job responsibilities and workplace practices. Clinical experiences—in which the candidate is engaged in student contact—must be supervised by a licensed speech-language pathologist who has at least two years of post licensure experience.
5. Institutions of higher education use the following documents (as they may be amended) when planning, implementing and evaluating programs preparing school speech-language teachers: Model Standards for Licensing General and Special Education Teachers of Students with Disabilities: A Resource for State Dialogue, developed by the Interstate New Teacher Assessment and Support Consortium (2001); Guidelines for the Training, Use, and Supervision of Speech-Language Pathology Assistants, American Speech-Language-Hearing Association (2004); and other current research on speech-language issues.
6. These licensure standards become effective for candidates seeking licensure September 1, 2007. Institutions with programs preparing school speech-language teachers will submit standards for conditional approval to the Department of Education.
7. The school speech-language teacher license will become available to current bachelor's level speech-language teachers September 1, 2006. The school speech-language teacher licenses A and B will become available September 1, 2007.



## **School Speech-Language Task Force**

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Rule 0520-2-3-.21 Effective Dates is amended by deleting the rule in its entirety and substituting instead the following language so that as amended the rule shall read:

0520-2-3-.21 Effective Dates

- (1) Teacher candidates seeking licensure and endorsement in the following areas of endorsement shall meet the requirements of Rules 0520-2-3-.01(1) through (9) and 0520-2-3-.11 by the effective dates listed below. Revised areas of endorsement are superseded according to the dates listed below.

Endorsement Area	Effective Date Sept. 1	Superseded Date Aug. 31
<b>Early Childhood and Elementary Education</b>		
Early Development and Learning PreK-K	2009	
Early Childhood Education PreK-3	2008	
Early Childhood Education PreK-4	2002	2008
Elementary Education K-6	2007	
Elementary Education K-8	2001	2007
Elementary Education 1-8	1994	2003
Middle Grades Education 4-8	2008	
Middle Grades Education 5-8	2001	2008
Reading (PreK-4, PreK-3, K-8, K-6, 5-8, 4-8)	2002	
<b>Secondary Education: Academic</b>		
English 7-12	2001	
French PreK-12 7-12	2001	
German PreK-12, 7-12	2001	
Latin PreK-12, 7-12	2001	
Russian PreK-12, 7-12	2001	
Spanish PreK-12, 7-12	2001	
Other Foreign Language PreK-12, 7-12	2001	
Mathematics 7-12	2001	
Biology 7-12	2001	
Chemistry 7-12	2001	
Physics 7-12	2001	
Physics 9-12	2001	
Earth Science 9-12	2001	
History 7-12	2001	
Government 7-12	2001	
Geography 7-12	2001	
Economics 7-12	2001	
Psychology 7-12	2001	
Sociology 7-12	2001	
Speech Communication 7-12	1995	

Endorsement Area	Effective Date Sept. 1	Superseded Date Aug. 31
<b>Secondary Education: Vocational Technical</b>		
Agriculture Education 7-12	2009	
Agriscience 7-12	2009	
Vocational Agriculture	1994	2009
Agriscience 7-12	1994	2009
Business Education 7-12	2004	
Business Technology 7-12	2004	
Basic Business 7-12	1994	2004
Keyboarding 1-6 and 7-12	1994	2004
Shorthand	1994	2004
Data Processing	1994	2004
Office Technology	1994	2004
Family and Consumer Sciences 5-12	2008	
Food Production & Management Services 9-12	2008	
Early Childhood Care and Services 9-12	2008	
Consumer and Homemaking 5-12	1994	2008
Care/Guidance of Children 9-12	1994	2008
Food Management, Production & Svcs 9-12	1994	2008
Clothing Management, Production & Svcs 9-12	1994	2008
Technology Engineering Education	2005	
Technology Education 5-12	1994	2005
Marketing Education 7-12	2010	
Marketing 7-12	1994	2010
<b>Visual and Performing Arts K-12</b>		
Visual Arts K-12	2009	
Visual Arts K-12	1994	2009
Vocal/General Music K-12	2009	
Vocal/General Music K-12	1994	2009
Instrumental/General Music K-12	2009	
Instrumental Music K-12	1994	2009
Theatre K-12	1995	
Dance K-12	2009	
<b>Special Education</b>		
SE Preschool/Early Childhood PreK-3	2008	
SE Preschool/Early Childhood PreK-4	2006	2008
SE Preschool/Early Childhood PreK-1	1995	2006
SE Modified Program K-12	2006	
SE Modified Program K-12	1995	2006
SE Comprehensive Program K-12	2008	
SE Comprehensive Program K-12	1995	2008
SE Vision PreK-12	2009	
SE Vision PreK-12	1995	2009
SE Hearing PreK-12	1995	

Endorsement Area	Effective Date Sept. 1	Superseded Date Aug. 31
SE Speech-Language Teacher PreK-12 (A)	2007	
SE Speech-Language Teacher PreK-12 (B)	2007	
SE Speech/Language PreK-12	1995	2010
<b>Health and Physical Education</b>		
Health and Wellness Education K-12	2009	
Health K-12	1995	2009
Physical Education K-12	2009	
Physical Education K-12	1995	2009
<b>Occupational Education</b>		
Health Sciences Education 9-12	2002	
Trade and Industrial Education 9-12	2002	
<b>Other</b>		
English as a Second Language PreK-12	1999	
Reading Specialist PreK-12	2005	
Library Information Specialist PreK-12	2000	
Gifted Education PreK-12	2009	

- (1) SE Speech-Language Teacher (A) shall meet the requirements of 0520-2-3-.01 (1), (2), (5), (6), (7), and (9) and 0520-2-3-.01(20) (a) or (b).
- (2) SE Speech-Language Teacher (B) shall meet the requirements 0520-2-3-.01(20)(c)
- (3) Candidates seeking licensure and endorsement in the following areas shall meet the requirements of rules 0520-2-3-.01 (14), (15), (16), (19), and (21) by the effective dates listed below. Revised areas of endorsement are superseded according to the dates listed below.

Endorsement Area	Effective Date Sept. 1	Superseded Date Aug. 31
School Counselor PreK-12	1996	
School Social Worker PreK-12	1996	
School Psychologist PreK-12	2001	
Sp Ed School Audiologist PreK-12	2006	
Sp Ed School Speech/Language Pathologist PreK-12	2006	

- (4) Candidates seeking endorsement as a beginning administrator shall meet the requirements of rules 0520-2-3-.01 (10) through (13) no later than September 1, 1994.

- (5) Candidates seeking to add endorsements to a teacher license shall meet the requirements of the initial endorsements no later than the date on which the requirements for the initial endorsements become effective.